PART Ed 306 MINIMUM STANDARDS FOR PUBLIC SCHOOL APPROVAL

…

Readopt Ed 306.31, effective 6/29/15 (Doc. # 10870, Emergency), to read as follows:

Ed 306.31 Arts Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that an arts education program for grades K-12 provides:

(1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:

a. Create, perform, and respond with understanding;

b. Participate actively in at least one of the art forms of dance, music, theatre or visual art;

c. Analyze and evaluate works of art from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate works of art in various arts disciplines;

d. Recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines;

e. Relate various types of arts knowledge and skills within and across the arts and other disciplines;

f. Use technology as ways to create, perform, or respond in various arts disciplines; and

g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;

(2) Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:

a. A variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable art-making supplies, that meet the diverse needs, interests and capacities of each student;

b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;

c. The ability to guide student development in observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into artworks through traditional and nontraditional means such as, but not limited to, choreography, reading and writing music, improvisation, script-writing, set design, two and three-dimensional artworks, and media arts;

d. The ability to guide students in selecting and applying subject matter and movements, sounds, language, or symbols, or any combination of them, with ideas to express meaning in artwork;

e. Developing artistry and artistic skill sequentially over time;

f. Critical thinking skills and artistic choices in the creation and evaluation of artworks;

g. Addressing opportunities available beyond the regular classroom; and

h. Embedding in the students global arts-related history and culture; and

(3) Sound assessment practices as stated in Ed 306.24.

Repeal Ed 306.311, effective 3-27-14 (Doc. # 10556), as repealed effective 6-29-15 (Doc. # 10870, Emergency) as follows:

~~Ed 306.311 Arts Education Program, July 1, 2015.~~

~~(a) Pursuant to~~ Ed~~306.26 and~~ Ed ~~306.27, the local school board shall require no later than July 1, 2015, conditioned on legislative approval, that a sequential and comprehensive arts education program be provided for each K-12 student in music and visual arts while developing supplemental, but not required, opportunities in dance, media arts, and theatre.~~

~~(b) Arts education programs in each school shall prepare artistically literate students who have the knowledge, skills and abilities to participate and be fluent in the arts, by including planned learning strategies and opportunities that:~~

~~(1) Provide students with teaching and instructional practices that enable them to:~~

~~a. Imagine, experiment, and interpret ideas in diverse ways while creating works of art that emphasize meaning through personal expression;~~

b. Develop, build, and apply developmentally appropriate mastery in art-making skills and ideas using traditional technologies, new technologies, and an understanding of the unique characteristics and expressive features of individual arts disciplines, for example dance, media arts, music, theatre, and visual arts;

c. Recognize, articulate, and affirm that the making and study of the arts can be approached from a variety of perspectives;

d. Justify that the arts are a way to acknowledge and learn about the diversity of peoples, cultures, and ideas;

e. Connect the arts to mathematics, English language arts, science, social studies, and other content areas; and

f. Be prepared for college and career, and citizenship;

(2) Provide students with knowledge and experience of the following arts principles including:

a. Communication;

b. Creative personal realization;

c. Culture, history, and connectors;

d. A means to wellbeing; and

e. Community engagement;

(3) Provide students with specific knowledge and experience of the following cross-cutting artistic processes:

a. Creating;

b. Performing, presenting and producing;

c. Responding; and

d. Connecting; and

(4) Provide students with developmentally appropriate learning progressions in the following core areas:

a. Music including:

~~1. Developing musical proficiency in vocal and instrumental music by appropriately and effectively using musical instruments, tools, and technology;~~

~~2. Decoding musical notation;~~

~~3. Applying domain specific language, forms and structures specific to making and analyzing music;~~

~~4. Applying various aesthetic response models to making and analyzing music; and~~

~~5. Relating historical, social, and contemporary contexts and connections to creating, performing, and analyzing music; and~~

~~b. Visual arts including:~~

~~1. Developing visual arts proficiency in at least one visual art form by appropriately and effectively using instruments, tools, and technology;~~

~~2. Applying domain specific language, forms and structures specific to the visual art making process;~~

~~3. Applying of various aesthetic response models to making and analyzing works of art created by self and others; and~~

~~4. Relating historical, social, and contemporary contexts and connections to making and analyzing works of art;~~

~~(5) Provide students with developmentally appropriate learning progressions in the following supplemental areas:~~

~~a. Dance including:~~

~~1. Developing dance proficiency in at least one dance form by applying safe movement techniques and personal, creative expression;~~

~~2. Applying domain specific language, forms and structures specific to the process of making dances;~~

~~3. Applying various aesthetic response models to making and analyzing dance works created by self and others; and~~

~~4. Relating historical, social, and contemporary contexts and connections to making and analyzing dance;~~

b. Media arts including:

1. Developing proficiency in at least one media arts area by appropriately and effectively using tools and technologies for creating, producing, responding, and connecting in media arts;

2. Applying domain specific language, forms and structures specific to media arts;

3. Applying aesthetic response models to making and analyzing media arts works created by self and others; and

4. Relating historical, social, and contemporary contexts and connections to making and analyzing work in the media arts; and

c. Theatre including:

1. Developing theatre proficiency in at least one theatrical area for example acting, directing, technical, by safely and effectively using various theatre tools and technologies;

2. Applying domain specific language, forms and structures specific to theatre;

3. Applying various aesthetic response models to making and analyzing theatrical works created by self and others; and

4. Relating historical, social, and contemporary contexts and connections to making and analyzing theatrical works.

(c) Each district shall establish and provide a comprehensive, sequential k-12 music and visual arts education curriculum designed to meet the minimum standards for college and career readiness which provides for continued growth in all content areas consistent with RSA 193-C:3,III.

(d) For arts education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(e) Examples of such assessment shall include, but not be limited to:

(1) Teacher observations of student performance based upon evaluation criterion that is aligned to artistic processes, concepts, and skills;

(2) Competency based or performance based assessments;

~~(3) Common assessments developed locally; and~~

~~(4) Project or performance evaluation rubrics used to determine levels of achievement of arts Education competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.~~

~~(f) For all arts education programs, schools shall report the academic performance of all students on a regular basis. The school shall provide the following:~~

~~(1) A summary of individual student performance to parents at least 3 times each year; and~~

~~(2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.~~

~~(g) For all arts education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

~~(h) For the arts education programs in grade 9-12, schools shall provide arts courses per table Ed 306-1 comprising of 3 credits designated as follows:~~

~~(1) One and a half credits in music including:~~

~~a. One half credit in general music such as but not limited to music theory, composition, music and film, world percussion, guitar, and musical theatre;~~

~~b. One half credit in instrumental performance ensemble; and~~

~~c. One half credit in vocal performance ensemble;~~

~~(2) One and a half credits in visual arts including:~~

~~a. One half credit in general visual arts such as but not limited to fundamentals of art and fundamentals of design; and~~

~~b. One half credit in studio visual arts such as but not limited to drawing, painting, printmaking, ceramics, sculpture, multimedia, and folk art; and~~

~~(3) Additional credits may be offered in dance, theatre, or media arts.~~

Readopt Ed 306.37, effective 6/29/15 (Doc. # 10870, Emergency), to read as follows:

Ed 306.37 English/Language Arts and Reading Program.

(a) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each elementary school provides:

(1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;

(2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;

(3) Opportunities for each student to exercise, with fluency and ease, oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media;

(4) An environment which promotes the importance of reading;

(5) Opportunities for each child to become literate;

(6) Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;

(7) Support for teachers on interpreting test results;

(8) Continuous monitoring of each student's progress from grade to grade;

(9) Early intervention or remediation;

(10) Instruction for teachers in reading in the content areas; and

(11) Training for instructional staff on methods for effectively meeting the language arts/reading needs of all students and on current developments in language arts/reading.

(b) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each middle school provides:

(1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;

(2) Opportunities for each student to develop oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media; and

(3) Systematic instruction and activities designed to enable student to:

a. Comprehend and produce progressively more complex oral and written language using various patterns of organization, such as narration, description, enumeration, sequence, cause/effect, comparison/contrast, and problem/solution;

b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;

c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;

d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;

e. Apply previously learned reading skills to content materials;

f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;

g. Use appropriate reading techniques to acquire knowledge, including setting the purpose for reading, varying reading speed, and reading for comprehension at the literal, inferential, evaluative, critical, and analytical levels;

h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and

i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.

(c) Pursuant to Ed 306.27, the local school board shall require that an English/language arts program in each high school provides:

(1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;

(2) Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning;

(3) Courses totaling at least 6 credits in English which shall be distributed as follows:

a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes the development of the basic language skills of listening, speaking, reading, writing, and viewing; the acquisition of knowledge, and the understanding of literature and our literary heritage; and

b. At least 2 elective credits designed to provide increased proficiency in the basic language skills and/or an expanded knowledge and understanding of literature and which may be met by such courses as advanced writing, public speaking, debating, dramatics, humanities, and world literature; and

(4) Systematic instruction and activities designed to enable students to:

a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea;

b. Write and present speeches for a variety of purposes and audiences;

c. Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers;

d. Use correctly the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;

e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;

f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;

g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;

h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;

i. Understand literary analysis through discussion and writing activities;

j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and

k. Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems.

Repeal Ed 306.371, effective 3-27-14 (Doc. # 10556), as repealed effective 6-29-15 (Doc. # 10870, Emergency) as follows:

~~Ed 306.371 English/Language Arts and Reading Program, July 1, 2015.~~

~~(a) Pursuant to~~ Ed~~306.26 and~~ Ed ~~306.27, the local school board shall require no later than July 1, 2015, conditioned on legislative approval, that an English language arts (ELA) education program be provided for each k-12 student.~~

~~(b) ELA programs in each school shall prepare literate students, by including planned learning strategies and opportunities that:~~

~~(1) Provide students with teaching and instructional practices that:~~

~~a. Prepare students to comprehend and evaluate complex texts across a range of types and disciplines, and to construct effective arguments and convey intricate or multifaceted information;~~

~~b. Establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance;~~

~~c. Prepare students to adapt communication in relation to audience, task, purpose, and discipline;~~

~~d. Establish students as engaged and open-minded, but discerning, readers and listeners;~~

~~e. Prepare students to cite specific evidence when offering an oral or written interpretation of a text;~~

~~f. Prepare students to understand other perspectives and cultures;~~

~~g. Prepare students for college or career; and~~

~~h. Prepare students to use technology and digital media strategically and capably;~~

~~(2) Provide students with knowledge and experience of the following ELA practices:~~

~~a. Reading appropriately complex literary and informational text;~~

~~b. Writing for a variety of tasks, purposes and audiences;~~

~~c. Researching using 21st century learning skills and technology;~~

~~d. Analyzing and interpreting key ideas and details in a wide range of texts;~~

~~e. Using appropriate grammar and diction;~~

~~f. Speaking and listening in both small and large groups for a variety of purposes;~~

~~g. Engaging in argument from evidence; and~~

~~h. Obtaining, evaluating, and communicating information;~~

~~(3) Provide students with knowledge and experience of the following ELA standards and skills in:~~

~~a. Reading;~~

~~b. Writing;~~

~~c. Speaking and listening;~~

~~d. Language; and~~

~~e. Viewing visual media~~

~~(4) Provide students with appropriate learning progressions that provide knowledge and experience in the following areas:~~

~~a. Reading and writing habits and workplace practices;~~

~~b. Reading and making meaning at the word level;~~

~~c. Reading literature and making meaning at the text level;~~

~~d. Reading informational texts;~~

~~e. Writing literary texts/communicating ideas and experiences;~~

~~f. Writing to inform and communicating ideas through informative texts; and~~

~~g. Writing persuasively/communicating opinions, critiques, & arguments.~~

~~(c) Each district shall establish and provide a comprehensive, sequentially designed, k-12 ELA curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.~~

~~(d) For ELA education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.~~

~~(e) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observations of student performance;~~

~~(2) Competency-based or performance-based assessments;~~

~~(3) Common assessments developed locally; and~~

~~(4) Project evaluation rubrics used to evaluate ELA education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out-of-school learning environments.~~

~~(f) For all ELA education programs, schools shall report the academic performance of all students on a regular basis by providing the following:~~

~~(1) A summary of individual student performance to parents at least 3 times each year; and~~

~~(2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.~~

~~(g) For all ELA education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

Readopt Ed 306.40, effective 6/29/15 (Doc. # 10870, Emergency), to read as follows:

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Ed 306.40 Health Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school health education program for grades K-12 provides:

(1) Health education;

(2) School health services;

(3) Food and nutrition services;

(4) A comprehensive guidance and counseling program;

(5) Healthy school facilities; and

(6) Family and community partnerships.

(b) The local school board shall require that each school health education program provides:

(1) Systematic instruction in grades K-12, designed to enable students to:

a. Comprehend concepts related to health promotion and disease prevention, linking to all content areas;

b. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health;

c. Demonstrate the ability to access valid health information and health-promoting products and services;

d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;

e. Analyze the effect of culture, media, technology, and other influences on health;

f. Demonstrate the ability to use interpersonal communications skills to enhance health;

g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and

h. Demonstrate the ability to advocate for personal, family, and community health;

(2) A planned K-12 curriculum in health education designed to teach the skills listed in (b)(1) above across the following content areas of health education:

a. Alcohol and other drug use prevention, in accordance with RSA 189:10;

b. Injury prevention;

c. Nutrition;

d. Physical activity;

e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;

f. Tobacco use prevention;

g. Mental health;

h. Personal and consumer health; and

i. Community and environmental health; and

(3) Sound assessment practices in health education that:

a. Match goals and objectives;

b. Require evaluation and synthesis of knowledge and skills;

c. Emphasize higher order thinking skills;

d. Clearly indicate what the student is asked to do but not how to do it;

e. Are at the appropriate reading level;

f. Have criteria that are clear to students and teachers;

g. Are engaging and relevant to students;

h. Link to ongoing instruction;

i. Provide feedback to students;

j. Provide cost-effective benefits to students;

k. Reflect real world situations; and

l. Emphasize use of available knowledge and skills in relevant problem contexts.

Repeal Ed 306.401, effective 3-27-14 (Doc. # 10556), as repealed effective 6-29-15 (Doc. # 10870, Emergency) as follows:

~~Ed 306.401 Health and Wellness Education Program, July 1, 2015.~~

~~(a) In addition to Ed 306.26 and Ed 306.27, the local school board shall require no later than July 1, 2015, conditioned on legislative approval, that a systematic, developmentally appropriate, sequential, and comprehensive health and wellness education program be provided for grade k-12 students and taught pursuant to RSA 189:10.~~

~~(b) The health and wellness education program in every school shall provide cohesive, planned, skills-based learning strategies at each grade level that enable students to successfully:~~

~~(1) Comprehend concepts and demonstrate functional knowledge of enduring ideas, practices, and current issues related to health and wellness promotion and disease prevention, encompassed by key content and skills;~~

~~(2) Analyze the effect of family, peers, culture, media, technology, and other influences on healthy behaviors;~~

~~(3) Demonstrate accessing and using valid health information, including digital resources, reject unproven resources, and discern reliable health products and services;~~

~~(4) Demonstrate using a variety of interpersonal communications skills to enhance healthy relationships, convey health and wellness information, and avoid both conflict and health risk behavior;~~

~~(5) Practice and adopt personal social skills and behaviors that protect and promote health and wellness and reduce health risks;~~

~~(6) Practice and demonstrate calculating the material and ethical effects of decisions and decision making;~~

~~(7) Practice and demonstrate using goal setting skills effectively to achieve wellness;~~

~~(8) Demonstrate advocating for personal, family, school, and community health; and~~

~~(9) Practice and be prepared to make safe, appropriate, healthful behavioral choices during college and careers, using skills and competencies demonstrated in school to address novel and future health decisions.~~

~~(c) The health and wellness education program shall provide students with learning progressions that actuate college and career readiness.~~

~~(d) These cross cutting content areas and concepts integrate knowledge, critical thinking, problem solving, current developments, and robust experiences in the following core disciplinary areas, as identified in the national health education standards, across the following areas of health and wellness education:~~

~~(1) Substance use and abuse including tobacco, alcohol, and drugs;~~

~~(2) Injury prevention, safety, first aid, and violence prevention;~~

~~(3) Healthful eating and nutrition concepts;~~

~~(4) Family life, healthy relationships, child abuse prevention;~~

~~(5) Developmentally appropriate abstinence, comprehensive sexuality education, HIV/AIDS and sexually transmitted diseases education;~~

~~(6) Behavioral health, social skills, emotional wellness, and suicide prevention;~~

~~(7) Personal and consumer health; and~~

~~(8) Community and environmental health.~~

~~(e) For all health and wellness programs schools shall provide for the ongoing, authentic assessment of student learning outcomes demonstrating competencies through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.~~

~~(f) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observations of student performance based on evaluation criteria that is aligned to concepts skills and practices;~~

~~(2) Competency based or performance based assessments;~~

~~(3) Differentiated health and wellness content specific competencies when the standards are addressed in a non-health and wellness or multidisciplinary course;~~

~~(4) Common assessments developed locally; and~~

~~(5) Project evaluation rubrics, applied to integrated curriculum assignments extended learning opportunities, and out-of-school learning environments.~~

~~(g) Each district shall establish and provide a comprehensive, sequentially designed, k-12 health and wellness curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.~~

~~(h) For all the health and wellness programs schools shall report the academic performance of all students on a regular basis by providing the following:~~

~~(1) A summary of individual student performance to parents at least 3 times each year in each grade; and~~

~~(2) The opportunity for parents to meet individually with the student's teachers about the student's performance at least once during each school year.~~

~~(i) For all the health and wellness programs schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

Readopt Ed 306.41, effective 6/29/15 (Doc. # 10870, Emergency), to read as follows:

Ed 306.41 Physical Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school physical education program for grades K-12 provides:

(1) Physical education as provided in (b) below; and

(2) Family and community partnerships.

(b) In the area of physical education, the local school board shall require that each school physical education program provides:

(1) Systematic instruction in grades K-12, designed to enable students to:

a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;

b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;

c. Participate regularly in physical activity;

d. Achieve and maintain a health enhancing level of physical fitness;

e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and

f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;

(2) A planned K-12 curriculum in physical education that will provide for:

a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;

b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;

c. Development of cognitive concepts about motor skills and fitness;

d. Opportunities to improve children's' emerging social and cooperative skills and to

gain a multicultural perspective;

e. Promotion of regular amounts of appropriate physical activity now and throughout life; and

f. Utilization of technology in attaining instruction, curricular, and assessment goals; and

(3) Sound assessment practices in physical education that:

a. Match goals and objectives;

b. Require evaluation and synthesis of knowledge and skills;

c. Emphasize higher-order thinking skills;

d. Clearly indicate what the student is asked to do;

e. Are at an appropriate skill level according to:

1. State standards; and

2. The needs of the individual;

f. Have criteria that are clear to students and teacher;

g. Are engaging and relevant to students;

h. Link to ongoing instruction;

i. Provide feedback to students;

j. Provide cost-effective benefits to students;

k. Reflect real-world situations; and

l. Emphasize use of available knowledge and skills in relevant problem contexts.

Repeal Ed 306.411, effective 3-27-14 (Doc. # 10556), as repealed effective 6-29-15 (Doc. # 10870, Emergency) as follows:

~~Ed 306.411 Physical Education Program, July 1, 2015.~~

~~(a) Pursuant to Ed306.26 and Ed 306.27, the local school board shall require no later than July 1, 2015, conditioned on legislative approval, that a sequential and comprehensive physical education program be provided for each K-12 student.~~

~~(b) Physical education programs in each school should prepare physically literate students who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity, by including planned learning strategies and opportunities that:~~

~~(1) Provide students with teaching and instructional practices that enable them to:~~

~~a. Learn the skills necessary to perform a variety of physical activities;~~

~~b. Know the implications of and the benefits from involvement in physical activities;~~

~~c. Participate regularly in physical activity;~~

~~d. Achieve and maintain physically fitness;~~

~~e. Value physical activity and its contributions to a healthful lifestyle;~~

~~f. Experience the integration of teaching aids and technologies in physical education to support learning;~~

~~g. Be prepared for college, career and citizenship; and~~

~~h. Connect physical education principles, practices and content to mathematics, English language arts, science, social studies, and other content areas;~~

~~(2) Provide students with knowledge and experience of the following physical education practices and principles:~~

~~a. Demonstrating competency in a variety of motor skills and movement patterns;~~

~~b. Demonstrating and applying knowledge of concepts, principles, strategies, and tactics related to movement and performance;~~

~~c. Demonstrating the knowledge and skills to achieve a health enhancing level of physical activity and fitness;~~

~~d. Exhibiting responsible personal and social behavior that respects self and others; and~~

~~e. Recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction;~~

~~(3) Provide students with specific knowledge and experience of the following cross-cutting physical education concepts, practices and principles:~~

~~a. Motor skills and movement patterns;~~

~~b. Movement related strategies and tactics;~~

~~c. Physical activity and fitness;~~

~~d. Responsible personal social behavior; and~~

~~e. Value of physical activity; and~~

~~(4) Provide students with developmentally appropriate learning progressions in the following core areas:~~

~~a. Physical education at the lower elementary k-5 school level including:~~

~~1. Fundamental motor skills; combinations of skills, small sided practice tasks, dance, gymnastics;~~

~~2. Basic movement concepts in dance, gymnastics, and small sided practice tasks;~~

~~3. Basic health related fitness concepts;~~

~~4. Personal and group social inclusivity in physical activities; and~~

~~5. Benefits of physically active lifestyle;~~

~~b. Physical education at the upper elementary 6-8 school level including:~~

~~1. Specialized skills for modified sports and small sided games, introduction to individual performance activities, outdoor pursuits, fitness activities, and dance and rhythms;~~

~~2. Tactics and performance concepts in physical activities;~~

~~3. Health-related fitness concepts;~~

~~4. Responsible interpersonal behavior while engaging in physical activities; and~~

~~5. Benefits of a physically active lifestyle; and~~

~~c. Physical education at the high school level 9-12 including:~~

~~1. Specialized skills for individual performance activities, outdoor pursuits, fitness activities, dance & rhythms, net/wall games, target games;~~

~~2. Movement concepts and principles that analyze and improve performance of self and/or others in a selected skill;~~

~~3. Planning and implementing a personal fitness program;~~

~~4. Key concepts associated with successful participation in physical activity;~~

~~5. Methods for utilizing problem solving and communication skills while engaging in physical activity that incorporates responsible behavior; and~~

~~6. Designing and implementing a physical activity program that meets the need for self-expression, challenge, social interaction and enjoyment.~~

~~(c) Each district shall establish and provide a comprehensive, sequential k-12 physical education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.~~

~~(d) For physical education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.~~

~~(e) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observations of student performance based upon evaluation criteria that is aligned to concepts, skills, and practices;~~

~~(2) Competency based or performance based assessments;~~

~~(3) Common assessments developed locally; and~~

~~(4) Psychomotor, cognitive, and affective evaluation rubrics used to determine levels of achievement of physical education competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.~~

~~(f) For all physical education programs, schools shall report the academic performance of all students on a regular basis by providing the following:~~

~~(1) A summary of individual student performance to parents at least 3 times each year; and~~

~~(2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.~~

~~(g) For all physical education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

Readopt Ed 306.42, effective 6/29/15 (Doc. # 10870, Emergency), to read as follows:

Ed 306.42 Information and Communication Technologies Program.

(a) The local school board shall require an integrated approach to the use of 21st century tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of an information and communication technologies literacy (ICT) program in grades K - 12 that provides opportunities at developmentally appropriate levels for students to:

(1) Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;

(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:

a. Reading;

b. Mathematics;

c. English and language arts;

d. Science;

e. Social studies, including civics, government, economics, history, and geography;

f. Arts; and

g. World languages;

(3) Use 21st century tools to develop cognitive proficiency in:

a. Literacy;

b. Numeracy;

c. Problem solving;

d. Decision making; and

e. Spatial / visual literacy;

(4) Use 21st century tools to develop technical proficiency at a foundation knowledge level in:

a. Hardware;

b. Software applications;

c. Networks; and

d. Elements of digital technology; and

(5) Create digital portfolios which:

a. Address the following components:

1. Basic operations and concepts;

2. Social, ethical, and human issues;

3. Technology productivity tools;

4. Technology communications tools;

5. Technology research tools; and

6. Technology problem solving and decision-making tools;

b. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and

c. Include, at a minimum, such digital artifacts as:

1. Standardized tests;

2. Observation;

3. Student work; and

4. Comments describing a student's reflection on his/her work.

(b) The local school board shall provide opportunities for students to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher level computer course to meet the ½ credit requirement.

(c) The local school board shall provide opportunities for students to complete a ½ credit ICT course prior to high school graduation, including, but not limited to:

(1) Use of common productivity and web based software;

(2) Use of a variety of multimedia software and equipment;

(3) Configuring computers and basic network configurations; and

(4) Applying programming concepts used in software development.

Repeal Ed 306.421, effective 3-27-14 (Doc. # 10556), as repealed effective 6-29-15 (Doc. # 10870, Emergency) as follows:

~~Ed 306.421 Information and Communication Technologies Program, July 1, 2015.~~

~~(a) Pursuant to~~ Ed~~306.26 and~~ Ed ~~306.27, the local school board shall require no later than July 1, 2015, conditioned on legislative approval, a comprehensive, developmentally appropriate, sequential information and communication technologies (ICT) literacy program be integrated throughout all areas of the k-12 curriculum.~~

~~(b) Each school shall provide planned learning strategies and opportunities for all students at each grade level to:~~

~~(1) Develop knowledge of developmentally appropriate use of digital tools and technologies through competencies that allow students to:~~

~~a. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology;~~

~~b. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others;~~

~~c. Apply digital tools to gather, evaluate, and use information;~~

~~d. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources;~~

~~e. Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior; and~~

~~f. Demonstrate a sound understanding of technology concepts, systems, and operations;~~

~~(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create, information within all content areas of the New Hampshire college and career ready standards;~~

~~(3) Use digital tools to develop technical proficiency at a foundational knowledge level in:~~
~~a. Hardware;~~

~~b. Software and applications; and~~

~~c. Digital technologies; and~~

~~(4) Demonstrate ICT through:~~

~~a. An elementary and middle school, k-8, ICT literacy program that:~~

~~1. Integrates ICT literacy into the curricular and coursework in each grade level;~~

~~2. Utilizes student developed and maintained digital portfolios as a means for students to collect artifacts and reflections that demonstrate ICT; and~~

~~3. Uses a process and rubric for assessing student portfolios for competency in ICT literacy, as determined by (1) through (4), by the end of grade 8; and~~

~~b. A high school, 9 - 12 ICT literacy program that integrates ICT literacy, as determined by (1) - (4) above, into all curricular areas and provides students with opportunities to demonstrate graduation competencies in ICT literacy by either developing a digital portfolio or by completing a high school level course.~~

~~c. High school competencies including, but not be limited to:~~

~~1. Use of common productivity and web based software;~~
~~2. Use of a variety of multimedia software and equipment;~~

~~3. Configuring computers and basic network configurations; and~~

~~4. Applying programming concepts used in software development.~~

~~(c) Each district shall establish and provide a comprehensive, sequentially designed, K-12 ICT curriculum integrated into all content areas designed to meet the minimum standards for college and career readiness and that provides for continued growth as consistent with RSA 193-C:3,III.~~

~~(d) For ICT programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.~~

~~(e) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observations of student performance;~~

~~(2) Competency based or performance based assessments;~~

~~(3) Common assessments developed locally; and~~

~~(4) Project evaluation rubrics used to evaluate levels of achievement of ICT competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.~~

~~(f) For all ICT programs, schools shall report the academic performance of all students on a regular basis by providing the following:~~

~~(1) A summary of individual student performance to parents at least 3 times each year; and~~

~~(2) The opportunity for parents to meet individually with their students' teachers about their student's performance and view the content of the digital portfolio at least once during each school year.~~

~~(g) For all ICT programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

Readopt Ed 306.43, effective 6/29/15 (Doc. # 10870, Emergency), to read as follows:

Ed 306.43 Mathematics Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each elementary grade provides:

(1) Opportunities for all students to solve problems by:

a. Using multiple strategies;

b. Communicating mathematical ideas through speaking and writing; and

c. Making logical connections between different mathematical concepts;

(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;

(3) Opportunities for authentic tasks that:

a. Promote student decision making and questioning;

b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results;

(4) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;

(5) Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations;

(6) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and

(7) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.

(b) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each middle school grade provides:

(1) Opportunities for all students to solve problems by:

a. Using multiple strategies;

b. Reading and interpreting mathematics;

c. Communicating mathematical ideas through speaking and writing; and

d. Making connections within and among mathematical ideas and across disciplines;

(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulative, technology, and their environment;

(3) Opportunities for authentic tasks that:

a. Promote student decision making and questioning; and

b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;

(4) Opportunities for all students to explore the historical and cultural development of mathematics;

(5) Opportunities for all students to:

a. Explore mathematically-related careers; and

b. Have direct interaction with the mathematics involved in various careers;

(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;

(7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, and an appreciation of mathematical patterns;

(8) Sustained projects and labs that are designed to:

a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and

b. Encourage students to solve problems that are meaningful and unique to their lives;

(9) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and

(10) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.

(c) Pursuant to Ed 306.27, the local school board shall require that a mathematics program in each high school provides:

(1) Opportunities for all students to solve problems by:

a. Using multiple strategies;

b. Reading and interpreting mathematics;

c. Communicating mathematical ideas through speaking and writing; and

d. Making connections within and among mathematical ideas and across disciplines;

(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;

(3) Opportunities for authentic tasks that:

a. Promote student decision making and questioning; and

b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning and proof;

(4) Opportunities for all students to explore the historical and cultural development of mathematics;

(5) Opportunities for all students to:

a. Research mathematically-related careers;

b. Have direct interaction with the mathematics involved in various careers; and

c. Research the mathematical requirements of various college majors;

(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;

(7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, appreciation of mathematical patterns, and the ability to make predictions from patterns;

(8) Sustained projects and labs designed to incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives;

(9) Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom;

(10) Courses totaling at least 6 credits in mathematics in courses that are sequential, integrated, or applied, or a combination of the 3, with at least one credit to be offered in each of the following areas:

a. Introduction to high school mathematics and applications;

b. Elementary algebra;

c. Geometry;

d. Intermediate algebra; and

e. Advanced mathematics;

(11) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and

(12) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.

Repeal Ed 306.431, effective 3-27-14 (Doc. # 10556), as repealed effective 6-29-15 (Doc. # 10870, Emergency) as follows:

~~Ed 306.431 Mathematics Program, July 1, 2015~~

~~(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require no later than July 1, 2015, conditioned on legislative approval, that a mathematics program be provided for each K-12 student, and that each school provides planned learning strategies and opportunities to:~~

~~(1) Solve problems by:~~

~~a. Using multiple strategies;~~

~~b. Communicating mathematical ideas through speaking and writing;~~

~~c. Reading and interpreting mathematics;~~

~~d. Making logical connections between different mathematical concepts and representations; and~~

~~e. Applying good reasoning in developing solutions and to affirm or disprove statements;~~

~~(2) Build and construct knowledge and understanding of mathematical concepts through:~~

~~a. Developmentally appropriate activities that progress from the concrete to representational to the abstract level;~~

~~b. Experiences with manipulatives and technology;~~

~~c. Interactions with other students and their environment; and~~

~~d. Sustained projects and labs incorporating multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interactions which encourage students to solve problems that are meaningful and unique to their lives at middle and high school levels;~~

~~(3) Use authentic tasks that:~~

~~a. Promote student decision making and questioning;~~

~~b. Encourage students to develop and defend unique problem solving strategies and conjectures made and analyzed from patterns and data collected; and~~

~~c. Encourage the use of inductive reasoning, deductive reasoning at middle and high school levels, and proof at high school level;~~

~~(4) Develop positive attitudes and habits of the mind such as curiosity, perseverance and multiple ways to approach and solve mathematical situations;~~

~~(5) Explore the historical and cultural development of mathematics at middle and high school level;~~

~~(6) Access a coherent curriculum focused on demonstration of basic mathematics operations, algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis;~~

~~(7) Enable students to assess advanced concepts of algebra, trigonometry, and calculus that will support students to successfully engage in STEM related learning and careers;~~

~~(8) Access quality interactive instruction through the use of sustained activities designed to enable all students to demonstrate mathematical competencies using concepts and skills articulated; and~~

~~(9) Access flexible courses that are sequential, integrated, or applied, or a combination of the 3 that provide students with the opportunity to participate in a~~

~~mathematics course or mathematics related course in each of the years they attend high school. Such engagement may occur through integration of mathematical graduation competencies in courses focused on content areas other than mathematics as long as mathematics competencies are clear expectations of the course.~~

~~(b) Each district shall establish and provide a comprehensive, sequentially designed, k-12 mathematics curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.~~

~~(c) For mathematics programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.~~

~~(d) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observations of student performance;~~

~~(2) Competency based or performance based assessments;~~

~~(3) Common assessments developed locally; and~~

~~(4) Project evaluation rubrics used to evaluate mathematics proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.~~

~~(e) For all mathematics programs, schools shall report the academic performance of all students on a regular basis by providing the following:~~

~~(1) A summary of individual student performance to parents at least 3 times each year; and~~

~~(2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.~~

~~(f) For all mathematics programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

~~Source. #10556, eff 3-27-14 (from Ed 306.43)~~

Readopt Ed 306.45, effective 6/29/15 (Doc. # 10870, Emergency), to read as follows:

Ed 306.45 Science Education Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a science education program in each school with the grades K-4 provides:

(1) Planned activities designed to:

a. Develop students' critical thinking skills;

b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and

c. Develop an awareness of and involvement with the natural world;

(2) Planned activities designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences; and

(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to:

a. Explore, collect, handle, sort, and classify natural objects;

b. Use strategies to organize and identify the questions children ask from natural world observations;

c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data;

d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices;

e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and

f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.

(b) Each district shall establish a comprehensive curriculum that meets the needs of the students as described in (a) above and helps students progress as provided in RSA 193-C:3, III.

(c) Pursuant to Ed 306.26, the local school board shall require that a science program in each middle school provides:

(1) Planned activities in grades 5-8 designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences;

(2) Instruction in grades 6 to 8 which provides a semester or yearlong and content connected experiences in biology life science, physical science, and earth space science;

(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and

(4) Systematic instruction, laboratory experiences and activities designed to enable students to:

a. Gather scientific data through laboratory and field work;

b. Employ safe practices and techniques in the laboratory and on field trips;

c. Apply scientific concepts and skills in solving real problems and in everyday situations;

d. Understand the impact of science and technology on daily life;

e. Be aware of science-related societal issues;

f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;

g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;

h. Become familiar with science and technology related careers;

i. Engage in full and partial inquiries;

j. Use their understanding of background content and theories to guide their design of observations and investigations;

k. Shape and modify their background knowledge through experiments and observations;

l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and

m. Express their understanding through the use of writing, labeling drawings, completing concept maps, developing spreadsheets and creative representations, and designing computer images and representations.

(d) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3, III.

(e) Pursuant to Ed 306.27, the local school board shall require that a science program in each high school provides:

(1) Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science;

(2) Opportunities for students to acquire knowledge of the natural world through the application of logical thought processes such as observation, hypothesizing, experimentation, and the drawing of conclusions;

(3) Opportunities for students to develop a knowledge and understanding of attitudes and problem-solving techniques essential for life in an increasingly complex technological society;

(4) Courses totaling at least 5 credits in science comprised of offerings in each of the following areas:

a. Physical science which shall include:

1. Conservation of matter;

2. Conservation of energy, matter and energy in nuclear phenomena;

3. Newton's Laws involving the structure and interaction of matter and energy;

4. Chemical principles, including the ability to distinguish among materials by utilizing observable properties; and

5. Physical principles, including the application of knowledge of forces and motion to all types of motion in the universe;

b. Biology which shall include:

1. Molecular and cellular biology;

2. Genetics;

3. Plant and animal diversity and the structure and function of plants and animals;

4. The principles of classification, including fundamental structures, functions, and mechanisms of inheritance found in the major grouping of organisms including bacteria, fungi, protists, plants, and animals;

5. Population biology;

6. Organic evolution and patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection;

7. Ecology, and animal behavior and how environmental factors affect all living systems, including individuals, communities, biomes, and the biosphere, as well as species to species interactions; and

8. The concept that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium;

c. Chemistry which shall include:

1. Structure of matter;

2. States of matter;

3. Chemical classification;

4. Introductory organic chemistry;

5. Reactions of matter such as acids, bases, oxidation-reduction, electrochemistry, equilibrium, kinetics; and

6. Thermodynamics;

d. Physics which shall include:

1. Principles of mechanics;

2. Laws of conservation;

3. Basics of waves;

4. Fundamentals of electricity and magnetism; and

5. Atomic and nuclear physics;

e. Earth space science which shall include the concepts that the earth:

1. Is a unique member of our solar system, located in a galaxy, within the universe;

2. Is a complex planet with 5 interacting systems, namely:

(i) Solid earth or lithosphere;

(ii) Air or atmosphere;

(iii) Water or hydrosphere;

(iv) Ice or cryosphere; and

(v) Life or biosphere; and

3. Contains a variety of renewable and nonrenewable resources; and

f. General or advanced science which shall include subject matter appropriate to the disciplines listed in e. above; and

(5) Systematic instruction, fieldwork, experimentation and activities designed to enable students to:

a. Know about the diversity of natural phenomena and the methods of studying and classifying them;

b. Recognize the interrelationship and interdependence of living organisms and the role of a biological organism in a physical world;

c. Understand the scientific method of investigation, including the role of observation and experimentation in the advancement of scientific knowledge;

d. Gather scientific data through laboratory and field work;

e. Construct tables and graphs from given data and interpret data presented in tables and graphs;

f. Draw conclusions and inferences from data;

g. Apply scientific concepts and skills in solving real problems and in everyday situations;

h. Communicate observations and experimental results both quantitatively, through the use of mathematical relationships, and qualitatively, in clear and concise spoken or written language;

i. Appreciate the unifying concepts and principles within the natural sciences;

j. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology;

k. Acquire an understanding of the history of science and the realization that science is a human endeavor; and

l. Be aware of concerns about the current and future impacts of science and technology on society and the environment.

(f) Science courses in high schools shall teach the fundamentals of science and incorporate all of the content-specific components listed in (e) above and as many of the other non-course frameworks and concepts, including, but not limited to science as inquiry/science and technology and society/unifying themes, as are appropriate.

(g) High school science courses shall be designed to prepare students for meeting or exceeding the end of grade 10 proficiencies in science consistent with RSA 193-C:3, III, regardless of the grade in which the course occurs.

Repeal Ed 306.451, effective 3-27-14 (Doc. # 10556), as repealed effective 6-29-15 (Doc. # 10870, Emergency) as follows:

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~~Ed 306.451 Science Education Program, July 1, 2015.~~

~~(a) Pursuant to~~ Ed~~306.26 and~~ Ed ~~306.27, the local school board shall require no later than July 1, 2015, conditioned on legislative approval, that a science education program be provided for each k-12 student.~~

~~(b) Science programs in each school shall prepare both technologically and environmentally literate students, by including planned learning strategies and opportunities that:~~

~~(1) Provide students with teaching and instructional practices that:~~

~~a. Reflect on the interconnectedness of the nature and practice of science in the real world;~~

~~b. Perform science through the development of practices that are integrated with core ideas and crosscutting concepts;~~

~~c. Build science concepts coherently from k through 12;~~

~~d. Focus on deeper understanding of science content as well as application of that content;~~

~~e. Experience the integration of technologies in science;~~

~~f. Prepare students for college or career, and citizenship; and~~

~~g. Connect science to mathematics, language arts, and other content areas;~~

~~(2) Provide students with knowledge and experience of the following science practices, integrated with cross cutting science concepts and core disciplinary principles:~~

~~a. Asking questions and defining problems;~~

~~b. Developing and using models;~~

~~c. Planning and carrying out investigations;~~

~~d. Analyzing and interpreting data;~~

~~e. Using mathematics and computational thinking;~~

~~f. Constructing explanations and designing solutions;~~

~~g. Engaging in argument from evidence; and~~

~~h. Obtaining, evaluating, and communicating information;~~

~~(3) Provide students with knowledge and experience of the following cross cutting science concepts, integrated with science practices and core disciplinary principles which include the following:~~

~~a. Patterns;~~

~~b. Cause and effect with respect to mechanism and explanation;~~

~~c. Scale, proportion, and quantity;~~

~~d. Systems and system models;~~

~~e. Energy and matter with respect to flows, cycles, and conservation;~~

~~f. Structure and function; and~~

~~g. Stability and change; and~~

~~(4) Provide students with appropriate learning progressions that provide knowledge and experience in the following core disciplinary areas, integrated with science practices and cross cutting science concepts including the following:~~

~~a. Earth space science;~~

~~b. Life science;~~

~~c. Physical science; and~~

~~d. Engineering and technology in the following areas.~~

~~(c) Each district shall establish and provide a comprehensive, sequentially designed, k-12 science education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.~~

~~(d) For science education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.~~

~~(e) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observations of student performance;~~

~~(2) Competency based or performance based assessments;~~

~~(3) Common assessments developed locally; and~~

~~(4) Project evaluation rubrics used to evaluate science education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out-of-school learning environments.~~

~~(f) For all science education programs, schools shall report the academic performance of all students on a regular basis by providing the following:~~

~~(1) A summary of individual student performance to parents at least 3 times each year; and~~

~~(2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.~~

~~(g) For all science education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

Readopt Ed 306.46, effective 6/29/15 (Doc. # 10870, Emergency), to read as follows:

Ed 306.46 Social Studies Program

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school provides:

(1) Opportunities for students to:

a. Acquire knowledge and understanding of civics, economics, geography, and history in a program consistent with RSA 193-C:3, III; and

b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:

(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, and history in a program consistent with RSA 193-C:3, III;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Systematic instruction and activities designed to enable students to:

a. Acquire and use information to clarify issues and seek solutions to societal problems;

b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;

c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and

d. Become familiar with careers in history, the humanities, and the social sciences.

(c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

a. At least one credit in national and state history pursuant to RSA 189:11;

b. At least one credit in world history or global studies;

c. At least one credit in geography;

d. At least ½ credit in United States and New Hampshire government/civics;

e. At least ½ credit in economics; and

f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Repeal Ed 306.461, effective 3-27-14 (Doc. # 10556), as repealed effective 6-29-15 (Doc. # 10870, Emergency) as follows:

~~Ed 306.461 Social Studies Program, July 1, 2015.~~

~~(a) Pursuant to~~ Ed~~306.26 and~~ Ed ~~306.27, the local school board shall require no later than July 1, 2015, conditioned on legislative approval, that a social studies education program be provided for each k-12 student in each school.~~

~~(b) The program shall prepare students both civically and historically literate, by including planned learning strategies and opportunities that:~~

~~(1) Provide students with teaching and instructional practices that:~~

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~~a. Support a foundation for citizenship by providing students with an understanding of the legacy of our republic and its enduring themes enriched by the study of the full human experience;~~

~~b. Investigate social studies through the development of practices that are integrated with core ideas and crosscutting concepts;~~

~~c. Build grade level appropriate social studies concepts from k-12;~~

~~d. Focus on deeper understanding of social studies content as well as application of that content;~~

~~e. Experience the integration of technologies into social studies;~~

~~f. Prepare students for college or career, and citizenship; and~~

~~g. Connect social studies to mathematics, language arts, science, and other content areas;~~

~~(2) Provide students with knowledge, vocabulary, and experience of the following social studies practices, integrated with crosscutting social studies concepts and core disciplinary principles:~~

~~a. Differentiating past, present and future and change over time;~~

~~b. Detecting cause and effect, distinguishing fact from opinion, recognizing biases;~~

~~c. Evaluating and critiquing varied sources of information and the use of appropriate primary and secondary sources and technology to acquire information;~~

~~d. Creating and testing generalizations and theses;~~

~~e. Expressing clearly and concisely personal opinion supported by evidence;~~

~~f. Calculating the material and ethical effects of decisions and decision making; and~~

~~g. Solving individual and group problems;~~

~~(3) Provide students with knowledge and experience of the following crosscutting social studies concepts, integrated with social studies practices and core disciplinary principles:~~

~~a. Conflict and cooperation;~~

~~b. Civic ideals, practices, and engagement;~~

~~c. People, places and environment;~~

~~d. Material wants and needs;~~

~~e. Cultural development, interaction, and change;~~

~~f. Global transformation;~~

~~g. Science, technology, and society;~~

~~h. Individualism, equality, and authority;~~

~~i. Patterns of social and political interaction; and~~

~~j. Human expression and communication; and~~

~~(4) Provide students with appropriate learning progressions that provide knowledge and experience in the following core disciplinary areas, integrated with social studies practices and crosscutting social studies concepts:~~

~~a. Civics and government in the following areas:~~

~~1. Nature and purpose of government;~~

~~2. Structure and function of United States and New Hampshire government;~~

~~3. The world and the United States' place in it; and~~

~~4. Rights and responsibilities;~~

~~b. Economics and personal finance in the following areas:~~

~~1. Economics and the individual;~~

~~2. Basic economic concepts;~~

~~3. Cycles in the economy;~~

~~4. Financial institutions and the government;~~

~~5. International economics and trade; and~~

~~6. Managing personal and family finance;~~

~~c. Geography in the following areas:~~

~~1. World in spatial terms;~~

~~2. Places and regions;~~

~~3. Physical systems;~~

~~4. Human systems; and~~

~~5. Environment and society;~~

~~d. United States and New Hampshire history in the following areas:~~

~~1. Political foundations and development;~~

~~2. Contacts, exchanges and international relations;~~

~~3. World views and value systems and their intellectual and artistic expressions;~~

~~4. Economic systems and technology; and~~

~~5. Social and cultural; and~~

~~e. World history and contemporary issues in the following areas:~~

~~1. Political foundations and development;~~

~~2. Contacts, exchanges and international relations;~~

~~3. World views and value systems and their intellectual and artistic expressions;~~

~~4. Economic systems and technology; and~~

~~5. Social and cultural.~~

~~(c) Each district shall establish and provide a comprehensive, sequential k-12 social studies education curriculum designed to meet the minimum standards for college and career~~

~~readiness that ensures for continued growth in all content areas consistent with RSA 193-C;3, III; RSA 186:13; and RSA 189:11.~~

~~(d) For social studies education programs in grades K-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.~~

~~(e) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observation of student performance;~~

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~~(2) Competency-based or performance-based assessments;~~

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~~(3) Common assessments developed locally; and~~

~~(4) Project evaluation rubrics used to evaluate social studies education proficiencies applied to integrated curriculum assignments, extended learning opportunities and out-of-school learning environments.~~

~~(f) For social studies education programs in grades 9-12, schools shall additionally provide courses comprising offerings in the following elective areas:~~

~~(1) One-half credit of world history;~~

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~~(2) One-half credit of geography or global studies; and~~

~~(3) One-half credit of one of the following:~~

~~a. Sociology;~~

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~~b. Anthropology;~~

~~c. Psychology; or~~

~~d. Philosophy;~~

~~(g) Competencies in personal finance shall be a mandatory component of the required economics course.~~

~~(h) For all social studies programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

Readopt Ed 306.47, effective 6/29/15 (Doc. # 10870, Emergency), to read as follows:

Ed 306.47 Technology/Engineering Education Program.

(a) Technology/engineering education is the discipline devoted to the study of human invention and innovation and their influence on our natural and human-made environment.

(b) The local school board shall require that a technology/engineering education program in each middle school provides:

(1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;

(2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:

a. Medical technologies;

b. Agricultural;

c. Biotechnologies;

d. Energy and power technologies;

e. Information and communications technologies;

f. Transportation technologies;

g. Manufacturing technologies;

h. Construction technologies; and

i. New and emerging technologies;

(3) Opportunities for students to develop a knowledge and understanding of how social forces like demographics and prevailing economic systems can influence the free-enterprise system and the global marketplace;

(4) Opportunities to promote the development of problem-solving skills as well as basic skills in planning, design, fabrication, and evaluating technical processes technology/engineering principles and design, encouraging those habits of mind necessary to be a lifelong learner; and

(5) Systematic instruction and activities designed to enable students to:

a. Acquire an understanding of technical processes, the practical application of mathematics and scientific principles, and the interrelationships between technology/engineering education and other academic disciplines in the school curriculum;

b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as the safe and appropriate use of tools, small machines, and processes;

c. Understand industry and technology, their systematic structures, and their place in our culture;

d. Understand the technological systems model requiring inputs, processes, outputs and feedback, where the processes include the resources of people, information, tools, energy, capital, time, materials;

e. Learn leadership and group-process skills;

f. Recognize and build upon individual talents and interests; and

g. Become familiar with opportunities and requirements for careers in new and emerging technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction.

(c) The local school board shall require that a technology /engineering education program in each high school provides:

(1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;

(2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;

(3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction;

(4) Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of:

a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;

b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;

c. Communication and information technologies, including engineering graphics/CAD fundamentals, architectural design including modeling and the virtual environment, photography, printing, desktop publishing, graphic arts and design; and

d. Engineering principles and design; and

(5) Systematic instruction and activities designed to enable students to:

a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;

b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;

c. Develop skills in specific machine and tool operations;

d. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process;

e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;

f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment;

g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and

h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.

Repeal Ed 306.471, effective 3-27-14 (Doc. # 10556), as repealed effective 6-29-15 (Doc. # 10870, Emergency) as follows:

~~Ed 306.471 Technology/Pre-engineering Education Program, July 1, 2015~~

~~(a) Pursuant to~~ Ed~~306.26, the local school board shall require no later than July 1, 2015, conditioned on legislative approval, that a technology/preengineering education program in each middle school provides:~~

~~(1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;~~

~~(2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:~~

~~a. Medical technologies;~~

~~b. Agricultural;~~

~~c. Biotechnologies;~~

~~d. Energy and power technologies;~~

~~e. Information and communications technologies;~~

~~f. Transportation technologies;~~

~~g. Manufacturing technologies;~~

~~h. Construction technologies; and~~

~~i. New and emerging technologies;~~

~~(3) Opportunities for students to develop a knowledge and understanding of how social forces like demographics and prevailing economic systems can influence the free enterprise system and the global marketplace;~~

~~(4) Opportunities to promote the development of problem solving skills as well as basic skills in planning, design, fabrication, and evaluating technical processes technology/engineering principles and design, encouraging those habits of mind necessary to be a lifelong learner; and~~

~~(5) Systematic instruction and activities designed to enable students to:~~

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~~a. Acquire an understanding of technical processes, the practical application of mathematics and scientific principles, and the interrelationships between technology/engineering education and other academic disciplines in the school curriculum;~~

~~b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as the safe and appropriate use of tools, small machines, and processes;~~

~~c. Understand industry and technology, their systematic structures, and their place in our culture;~~

~~d. Understand the technological systems model requiring inputs, processes, outputs and feedback, where the processes include the resources of people, information, tools, energy, capital, time, materials;~~

~~e. Learn leadership and group process skills;~~

~~f. Recognize and build upon individual talents and interests; and~~

~~g. Become familiar with opportunities and requirements for careers in new and emerging technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction.~~

~~(b) Pursuant to~~ Ed~~306.27, the local school board shall require no later than July 1, 2015 that a technology /pre-engineering education program in each high school provides:~~

~~(1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;~~

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~~(2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;~~

~~(3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction;~~

~~(4) Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of:~~

~~a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;~~

~~b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;~~

~~c. Communication and information technologies, including engineering graphics/CAD fundamentals, architectural design including modeling and the virtual environment, photography, printing, desktop publishing, graphic arts and design; and~~

~~d. Engineering principles and design; and~~

~~(5) Systematic instruction and activities designed to enable students to:~~

~~a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;~~

~~b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;~~

~~c. Develop skills in specific machine fabrication, process, and/or equipment;~~

~~d. Plan, design, develop, and/or produce methods and procedures to control, test and assess parts of a technological process;~~

~~e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;~~

~~f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment;~~

~~g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and~~

~~h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.~~

~~(c) Each district shall establish and provide a comprehensive, sequentially designed, technology/preengineering education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.~~

~~(d) For technology/pre-engineering education programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.~~

~~(e) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observations of student performance;~~

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~~(2) Competency based or performance based assessments;~~

~~(3) Common assessments developed locally; and~~

~~(4) Project evaluation rubrics used to evaluate technology/pre-engineering education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.~~

Readopt Ed 306.48, effective 6/29/15 (Doc. # 10870, Emergency), to read as follows:

Ed 306.48 World Languages Program.

(a) The local school board may provide instruction in one or more world languages in an elementary school. The extent of this instruction and the students to whom it is offered shall be determined by local school board policy.

(b) Pursuant to Ed 306.26 the local school board may provide supplemental instruction in one or more world languages in a middle school. If world language instruction is offered, the program shall be designed to provide:

(1) Opportunities for students to develop a basic proficiency in a second language or to explore 2 or more languages other than English;

(2) Instruction which emphasizes basic competency in the 4 skills of listening comprehension, reading, speaking, and writing;

(3) Activities designed to make students aware of the culture of the countries in which the language(s) is/are spoken; and

(4) Systematic instruction and activities designed to enable students to:

a. Gain basic linguistic knowledge in one or more second language(s);
b. Acquire basic communicative competence by applying the skills of listening comprehension, speaking, reading, and writing;
c. Understand the contributions of other cultures and compare elements of those cultures with American culture;

d. Recognize and respect linguistic and cultural differences and be enriched by other societies' contributions to the human experience;

e. Be aware of the concept of global interdependence; and

f. Become familiar with the relationship between second language skills and future career choices.

(c) Pursuant to Ed 306.27, the local school board shall require that a world language program in each high school provides:

(1) Opportunities for students to become familiar with the linguistic and cultural elements of classical and/or modern languages;

(2) Opportunities for students to develop a knowledge and understanding of the skills Necessary for effective communication in the language(s) studied as well as an understanding of the nature and contributions of the related culture(s); and

(3) Systematic instruction and activities designed to enable students to:

a. Acquire progressive proficiency in the skills of listening comprehension, speaking, reading, writing and structural analysis;

b. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied;

c. Appreciate one's own cultural heritage;

d. Plan education and career development in areas related to world languages; and

e. Develop career and technical interests and activities associated with the study and use of world languages.

(d) Each high school shall offer courses totaling 5 credits comprised of a 3-year sequence in one world language and a 2-year sequence in a second world language.

(e) American Sign Language (ASL) shall qualify as a world language for purposes of this section and for the purpose of meeting a high school world language graduation requirement.

Repeal Ed 306.481 effective 3-27-14 (Doc. # 10556), as repealed effective 6-29-15 (Doc. # 10870, Emergency) as follows:

~~Ed 306.481 World Languages Program, July 1, 2015.~~

~~(a) Pursuant to Ed 306.27, and in schools where world language programs are provided, no later than July 1, 2015, conditioned on legislative approval, the program shall include planned activities designed to:~~

~~(1) Gain proficiency in a second language through reading, writing, listening and speaking in a second language;~~

~~(2) Increase cultural understanding of countries where the language is spoken;~~

~~(3) Appreciate American culture by comparing it with the culture and contributions of countries where the second language is spoken;~~

~~(4) Prepare students to compete in the global economy;~~

~~(5) Complement other program areas, such as music, art, and social studies, through use of the language;~~

~~(6) Increase English literacy by making connections between languages;~~

~~(7) Model the second language; and~~

~~(8) Enable students to achieve positive outcomes through interactive and differentiated learning opportunities.~~

~~(b) Where world language programs are provided, they shall be aligned with the minimum standards for college and career readiness.~~

~~(c) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3,III.~~

~~(d) Where world language programs are offered in grades 7-12, schools shall provide for the following:~~

~~(1) A classroom setting, complete with staff deemed to be fully certified or highly qualified in the language, that will enable students to demonstrate achievement of graduation competencies pursuant to Table 306.1;~~

~~(2) For grades 9-12, classroom settings and HQT or certified staff in a minimum of 2 world languages with a minimum of 3 levels provided in one language and 2 levels in another;~~

~~(3) The language provided may include American sign language;~~

~~(4) The ongoing assessment of learning outcomes through the use of local assessments that are aligned with the state and district content and performance standards; and~~

~~(5) The authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.~~

~~(e) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observations of student performance;~~

~~(2) Competency-based or performance-based assessments;~~

~~(3) Common assessments developed locally; and~~

~~(4) Project evaluation rubrics used to evaluate world language proficiencies applied to integrated curriculum assignments, extended learning opportunities and out of school learning environments.~~

~~(f) All world language programs shall report the academic performance of all students on a regular basis by providing the following:~~

~~(1) A summary of individual student performance to parents at least 3 times each year; and~~

~~(2) The opportunity for parents to meet individually with their students' teachers about their students' performance at least once during each school year.~~

~~(g) All world language programs shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

APPENDIX

Ed 306.31	RSA 186:5; 193-E:2-a
Ed 306.311(repealed)	RSA 193-E
Ed 306.37	RSA 186:5; 193-E:2-a
Ed 306.371 (repealed)	RSA 193-E
Ed 306.40	RSA 186:5; 193-E:2-a
Ed 306.401 (repealed)	RSA 193-E
Ed 306.41	RSA 186:5; 193-E:2-a
Ed 306.411(repealed)	RSA 193-E
Ed 306.42	RSA 186:5; 193-E:2-a
Ed 306.421(repealed)	RSA 193-E
Ed 306.43	RSA 186:5; 193-E:2-a
Ed 306.431(repealed)	RSA 193-E
Ed 306.45	RSA 186:5; 193-E:2-a
Ed 306.451 (repealed)	RSA 193-E
Ed 306.46	RSA 189:28; 193-E:3, I
Ed 306.461(repealed)	RSA 193-E
Ed 306.47	RSA 193-H:4
Ed 306.471(repealed)	RSA 193-E
Ed 306.48	RSA 186:5 and or RSA 193-C:3
Ed 306.481(repealed)	RSA 193-E